

CHAPTER 2

KNOWLEDGE, THEMES, THEORIES AND RELATED LITERATURE

The study on the participation of the Basic Educational school committee in Developing Curriculum and Instruction: Case Study of Ban Doikham school, Lamphun province had include the knowledge, themes, theories and related literature and the following issues were given priority:

1. The knowledge of related laws and regulations;
2. Participation themes/ theories;
3. Motivation themes/ theories;
4. Multiculturalism themes;
5. Themes of bureaucracy system and culture;
6. Rules and duties in the participation of the basic educational school committee;
7. Related literature.

1. The Knowledge of Related Laws and Regulations.

The most important laws for the educational management in Thailand are the National Education Act of B.E. 2542 (1999) and the Second Amendment B.E. 2545 (2002) stipulated in the Constitution of the Kingdom of Thailand B.E.2540 (1997) Section 81 (2546:5)

In Section 8 of the National Education Act states that educational provisions shall be based on 3 principles: lifelong educational for all; all segments of society should take part in participating toward the provision of education and continuous development of the bodies of knowledge and learning process. For the matters of decentralization of powers in educational administration and management, Section 39 states that the Ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the committees and the educational institutions in the areas. It's also stipulated in Section 40 that there shall be a board supervising and supporting the institution. The board shall be comprised of representatives from parents, teachers, community and local administration organizations, alumni of the institution, representatives of Buddhist monks or representative of other religious institutions in the areas and scholars. The director of the educational institution shall serve as member and secretary of its boards (2546:20)

And Further it is stated that the Bureaucratic Administration Act of the Ministry of Education B.E. 2546, Section 38 has stipulated in content its relevancy to Section 40 of the National Education Act and in the second paragraph it was included the number of board members, their qualifications, criteria of nomination procedure, selection of chairperson and members of the board, term and termination of office upon which it shall be stipulated as in the ministerial regulations. (2546:23)

In the aspect of participation in personnel administration, there is the promulgation of it in the Act of Teachers Civil Service and Educational Personnel B.E. 2547(1994) , Section 26 mandates powers upon which the Ministry of Education shall operate the four powers and duties as: (The Ministry of Education, 2547:9)

1. Overseeing the personnel in the educational institutions in accord with the policies, rules, regulated by the Commission for Teachers and Educational Personnel (CTEP) and the SCTEP of the Educational Service Areas.

2. Proposing the needs, number and positions of in-service teachers and educational personnel in the educational institutions as submitted to the CTEP of the Educational Service Areas for the considerations.

3. Proposing opinions about the administration of teachers and educational personnel in the educational institution to the director of the educational institution.

4. Performing other duties as stipulated in this act or other laws or as the assigning of CTEP of the Educational Service Area.

2. Participation themes / theories

In order to understand and clarify the participative dimensions for the explanation of social phenomena that is how it was relevant to or difference from the studied themes or theories. The researcher had classified issues into three categories of themes/ theories as follows:

- 1) definitions and the necessity for participation;
- 2) basic principles/ importance, aspects and levels of participation;
- 3) participative models.

1) The Definitions and Necessity for Participation

A. Definitions of Participation.

Anog Patanajak (2535:36-37) collected the definitions as follows: The United Nations,(ii) Economics and Social Council Resolution. The definition is that defined as: all members in the community took part in and had impacts on the activities and developmental procedures and obtained the results of developed equally.

The important aspects consisted of;

1. Those who ambitiously took part in with great desire to develop.
2. Those who gained the interest shared in the activities and deservedly so.

3. Those who shared the decision making on the establishment of goals, policies, plans together with the implementation of the projects.

The journal of the society for International Development explained that it was the people's participation to share the decision making on the managerial administration and policies in the following ways:

1. The need of assessment for their own community;
2. Establishing the work procedure and their living.

The United Nations, Development of International Economic and Social Affairs defined that the people themselves could form the procedures and structures that they would express their own needs and prioritize the participative development and gain the benefits from them. It focused mainly on decentralization powers and decision making to the people.

In conclusion, it seems that the definitions of participation classified can be concluded in 5 aspects:

1. **Individual participation** – It's focusing on the individual involvement to take part in activities from i.e. one's own perspective such as decision making, consciousness, sense of believing, responsibility and motivation;

2. **Group or movements** to establish the power base from the group forming and inner structure in order to be a continuous movement that focuses on the relationship between the leader- the followers and the effective organization;

3. **Participation in the aspect of a project:** that focuses on the project planning and provision for better participation. It was realized by the target group that the knowledge, technique transmission and the authority decentralization to people. Created a good relationship between people and a state;

4. **Institutional participation:** It's focusing on the changing of the institution. There was a transformation or expanding of interest groups and social

classes in order to establish the exploitation of resources, administration, status and powers in the society;

5. Policy participation: it's mainly focusing on the acceptance of participative principles to people and those who are disadvantaged. Then this came to be the policy of decisions and national plans for the purposes of security assurance in the case of supporting and the acceptance of the changing form that institution, projects, law and new ideology;

In spite of the various definitions of participation, one of the important focal points that shared the same thought was the provision for people to take part in the division making that would affect their own lives and existence.

B. The Necessity for Participation

Nont Kokaewthongdee and Pachara Katikul (2544:13) mentioned the origin of participation that came from the centralization of rule- administration and top-down operations. This type of ruling did not care for the diversity of languages used, the dignity and potentiality of people that the people themselves could under took their own ideas, their performance without being told.

In the past, these sorts of work were all done by the bureaucratic system so the people were only given the results. They had little participation. They had no sense of belonging but “the bureaucracy” which would provide everything for the people. For that reason, it was not surprising that people always waited for the government aids when there was a damage of public property, people lacked “ public minds” to help repair.

Narinchai Patanapongsa (2543:20-21) had given reasons of the necessity of the participation as follows:

1. the people were close to the events, they knew and encountered directly to the problem;

2. after having analyzed those problems, they would manage them by themselves;

3. natural resources were limited; it was everybody's concern, so the participation had to be undertaken;

4. it was a fundamental principle of administration based on honesty and fairness under the democratic system, i.e. the people's participation was like people's investigation with the discovery of problems, sharing the plan and many more. It was an equal provision of benefits for people from the widespread development;

5. to create a unanimous decision on the proposal from them to choose the best alternative since they knew each other's reason very well;

6. the representatives from various groups were a must in order to look after their own interests because the benefits belonged to a particular group in the past time;

7. to gain the people's support for the result of the decision made;

8. after the decision has been made, there could be some effect on somebody or some groups so it is necessary for them to know the problems and the surrounding solutions;

9. people might cause the project failure if the participation is not given to them. They are not given the priority to participate.

2) The Basic Principles/ Important Aspects and Levels of Participation

A. The Basic Principles/Importance

Norman Uphoff (cited by Anupap Tiralap, 2528;16) described the importance of people participation in rural development as follows:

1. Decentralization; in order to freely take participation and establish the desired needs. It did not merely take some parts of political powers;

2. The ability to make a decision; this was the second step from establishing the desired needs. The decision making had to include more the of leaving, experience accumulating and reasonable thinking the group satisfaction or going by majority;

3. The establishment of people's organizations; in order to be a representative for dealing, negotiating and protecting the benefit of self-action. In spite the strength of any organization, there was no complexity of that organization to limit the rights of rural people to take part in;

4. The returned benefits from people's participation should be focused on the practice and equality of practice.

B. The Aspects of Participation

The aspects of participation that Narinchai Patanapongsa (2535:15-17) brought from Brenes was applied and they comprised ten- facts as the following ones:

1. Periods and sites for the project participation. The stakeholders had no take part continuously according to the project cycle from the beginning to the end of it.

2. The quantitatively and qualitatively participatory dimensions. In terms of quantitative participation, the more people participating, the better the relationship among them grew from, then on the social movements were formed. From the qualitative dimension, they should take part in the way that is preventing unequal relationship between them or the master-servant type. The good quality could be obtained by the equality of participation.

3. It all depended whether the participation was an end or as a means. The satisfaction and the achievement came from the participation or the participation was a means to better result which could answer the question, "what was improved and

what other things should happen after the participation “ The participation was thought as a procedure and was qualitatively implemented.

4. Naturally the participation might not always happen; for example, if a disaster happened, the people would come to help; then they would go back after the disaster had gone is deal with.

5. The participation is a social and educational process so there was an exchange of some learning ideas among them. It was quite likely to given the education to the society at the same time.

6. The state of participation had to depend on a strong participation that did not come from giving instruction. It was not quite easy if someone commanded, “Everyone come and joins together “; then the people would completely join. The participation started from making an attempt to create the uniqueness, build socialization themes, have a public mind, and respect someone’s difference. Consequently, the wide perspectives, the carefulness would have been formed until it became the people way of lives.

7. There should be a participatory committee to make some considerations in order that the appropriate guidelines would decide who or which group, when and in what way to join. The participatory committee should comprised of some representatives from the affected group and there should be a variety among them.

8. The participation in perceiving the problems would make the people know more about the real situation; As a result, they could find the problems and be eager to solve them as well as the lessons for them to manage that.

9. Most people living in the same community were met like one pile of stones but they have been tied together, they shared the same values.

10. There should be a humorous thing mixed with that participation since in Thai contexts it was quite likely that the participation atmosphere would be better when a sense of humor was created.

As a result, if there was a sense of humor music games or sports mixed, it would create a sense of participation.

Nirand Jongwuddhiwes (2527:40) stated that the state of participation originated from three important themes;

1. the mutual interest and concerns
2. the troubling and dissatisfaction, planning and implementing together and
3. the agreement to change group or communities toward the desired direction. This agreement had to be strong enough to develop their initiatives in response to those activities.

C. Levels of Participation

They would be classified into 3 categories (American Public Health Association: cited by Anong Patanajak, 2535; 47):

1. Decision- making defined as the people participation in planning and undertaking the activities themselves. This level denoted the people
2. Cooperation with the development planned by the outside units. Sometimes people devoted their energies and money to the success of that plan, This level of and
3. Utilization level represented the acceptance and utilization of the given services. It was seen as an acceptance of service such as family planning participation.

Nont Kokdewthongdee (2543:56) had divided the participation into three levels as:

1. non participation from people referred to steps of participation by (1) being independent and having the power to organize its own activities came solely from the state (2) the state was only the provider and (3) the state would inform details to people;

2. moderate participation implied the steps of participation by (1) people were questioned for some needs and (2) the state allowed partly participative procedures, for instance, being consultants, members of a committee but only a bulk of them;

3. the fully participative level which could be as the following steps: (1) equally participative sharing between the state and people. The people were regarded as “Share holders” by the state, (2) the people had “partly” controlled. And (3) the needs and managements would be determined by people.

To sum up the findings of the present principles/importance, aspects and levels of people participation: the participation originated from the realities of people involved not the outsiders.

3) The Participation Models

The themes of participation models had to depend on 3 aspects of participation as follows: (Akin Rapeepat 2527:145)

1. the mechanism was development transferred from the State of people. The for people had main roles in developing;

2. the development targets were to develop the self capacities and being independence from the state or outsiders;

3. the process of this model had to be more bottom- up than top- down which each step should divide members’ participation to:

a. define problem, the causes and solution guide lines

b. make decision to choose ways and plans to improve them

- c. undertake the work in these activities and develop as planned
- d. evaluate the out comes and activities developed.

The above model was relevant to John M. Cohen and Norman T. Uphoff (cited by Anong Patanajak, 2535: 43-44). that they made a basic framework to explain and analyze the following four participatory model as: decision making, implementation, benefits and evaluation.

The other forms of participation could be presented into 3 characteristics according to the UN, Department of International Economics and Social Affairs (cited by Anong Patanajak, 2535:43) : spontaneous- happening or done without being forced but voluntarily; included- to persuade people to take part in by the government. It could be found in developing countries; and coercive which meant using force to persuade people to do things which they were unwilling to do. It was undertaken in two ways as; representative and non-representative.

On the basis of the above data, it could be concluded that there were three aspects of participatory models:

1. the content-based model referred to the levels of people participation such as making decision , setting planes, implementing activities, obtaining benefits;
2. the relationship or organization oriented type which was focused on the volunteering, having been persuasive or coercive. This type of relationship would be either a representative or non- representative;
3. the activity- based meant the active, passive or inert participation.

3. Motivation Theories

Wikipedia (2552:2) provided a theory of motivation in three points;

- 1) elements
- 2) types and
- 3) forms of motivation

1) Elements

The present psychologists has studied and concluded that there are 3 factors of motivation as:

1. biological factor which came from human physical needs such as eating, clothing and curing for sickness in order to survive;
2. Learned factor was the consequence of from the first factor. This was because every human would not be given the quantity, type and quality as one's needed and in some ways , the environment was a condition in creating human motivation;
3. Cognitive factor which was connected with thinking or conscious mental process.

2) Types of Motivation

The characteristics of motivation could be classified into three groups which were:

Group 1 Aroused Motive comprised of two aspects as:

1. Motivational Disposition or Latent their behaviors immediately.
2. This was situated inside a human body but did not express immediately.

It was gradually accumulated to wait for the performance some time.

Group 2 Intrinsic and Extrinsic Motivation

1. Intrinsic motivation came from the inside stimuli inference of that person to perform different behaviors without the desire to obtain rewards or outside reinforcement. It originated from the desire to have competence and curiosity.
2. Extrinsic motivation originated from the outside stimuli such as praises of rewards.

Group3 Primary and Secondary Motivation

The primary motivation came from the basic needs of our bodies such as hunger, thirst. The secondary motivation result from the primary motivation

3) Models of Motivation

Each person has different motivation Psychologist had classified human motivation into 3 forms as;

1. **Achievement Motivation** meant the drive for an individual to conduct oneself in order to accomplish the standard of excellence that was set. Individuals who had this form of achievement would work for the accomplishment of the set objectives but not for rewards acquisition. The characteristics of these persons who had achievement motivation were as follows;

- (1) Hope of success, fear of failure;
- (2) High ambition;
- (3) High goal;
- (4) Full of responsibility;
- (5) Self-possessed;
- (6) Recognizing their ability;
- (7) Conducting activities as planned;
- (8) High expectation.

2. **Affiliate motivation.** These kinds of persons would be kind, sympathetic. Mostly they came from warm families. The atmosphere was without competition and the parents were not threatening. These kinds of persons were as the following:

- (1) They need acceptance from the group when the activities were taken;
- (2) They were not ambitions; introvert and modest;
- (3) Their goal was lowly set;

(4) They avoided the argument and conformed with others.

3. **Power motivation.** It was voted from his/her own feelings that they lacked of something” so they might feel that they had weaknesses. Consequently, the prominent thing had to be made in compensation with something they lacked. The following characteristics could be applied to them:

- (1) The tendency to be powerful than others and sometimes in an aggressive way;
- (2) Anti social aspect;
- (3) Seeking for fame;
- (4) They were likely to take risks in working;
- (5) The likeliness to be the leader of the group.

4. **Aggression Motivation.** This kind of person was strictly brought up and sometimes was strongly punished so the seriousness was released to others. One possibility was the imitation from other persons or mass media. They were of these characteristics:

- (1) They were self-esteemed
- (2) the likelihood to hurt others physically and verbally.

5. **Dependency Motivation.** It was rooted from the over looking after by their parents. The child had no chance to self oneself. These kinds of people were likely to be as follows:

- (1) No confidence;
- (2) Full of hesitation, did not brave enough to make decision;
- (3) Unlikely to take risk;
- (4) Always need help and encouragement from others.

To sum up, the meaning of motivation came from the stimulated that activated people to act for a particular purpose, it was met only the response to ordinary stimuli

but noted with the hope of extra promotions. There were two characteristics of motivation: intrinsic and extrinsic. Motivation theories applied to be used in work units or organizations could be two of them. The first was Alderfer's ERG which mentioned the human basic needs; E was existence while R and G stood for related and growth respectively. The second one was skinner's reinforcement that explained about two reinforcement conditions which were the conditions to reinforcing and punishment.

4. Multicultural Themes.

The related themes for this research could be categorized into two points:

- 1) The multicultural educational management;
- 2) The multicultural contexts.

1) The multicultural educational management

According to Wuddhisak Pochanukul (2552:1) , the educational management in a multicultural was quite narrow when considering only languages, religion and tradition. In comparison to the National council for Accreditation of teacher Education (NCATE, 2002) state that the multiculturalism could be defined as the establishing understanding about society, politics, economics, education an history in the structural application of ethnic groups, races, family status, gender talents, language, religions, gender roles and geographic sites. It was relevant to Mitchell and Salisbury (1999) who explained that it was the educational management based on the positive values about the human living together and could lead to the improved leaning ability of every leaner.

2) Multicultural Contexts

The office of culture at Udonthani (2: 2552) stated the meaning of multicultural in local wisdom which could be concluded that the local wisdom had noted from the knowledge transmitting. It was continuously adjusted in order to use

appropriately. In other words, the local wisdom was the experienced knowledge that synthesized after the study, observation, analysis and crystallized to be the body of knowledge to use in our daily live. The important point was that if there were links between the old and the new, the local wisdom would be neglected.

The Importance of Local Wisdom.

1. They originally were created and accumulated in the past.
2. Local wisdoms were the matters of human relationships between man to man, man and nature and man and supernatural.
3. There was the process of passing then to the next generations through traditions, ways of lives, occupations and rites in order to equalize those things.
4. Local wisdoms could create peace in communities, villages or villagers.
5. If people in that community took part in their own community management, it would enable them to understand themselves and also establish their conscious to obtain local wisdom values.
6. The educational policy in curriculum had opened up the participation from localities to make and develop curriculum through the implementation local wisdoms for the promoting educational activities and developing the substance and the scientific and technological learning process in order to update them with modern technology.
7. Local wisdoms could enable the learners to develop and undertake the power technology to use for the purpose of linking local wisdoms to modern technology.
8. In the time of informational technology, the educational providers should be brave to encounter things which would make the learners to be delivered completely the education. They would work with the technology on the basis of wisdoms.

5. Themes of Bureaucracy System and Culture

- A. Bureaucracy System
- B. The Efficiency of Bureaucratic system.
- C. Human Relationship in Bureaucratic system.

A. Bureaucracy System

Aroon Raktham (2537:42-80) explained the working culture of bureaucratic system according to various theorists such as Max Weber who stated the causes of bureaucratic working culture in the following 8 items:

1. The undertaking of each activity had a particular goal. There was a clear cut in classifying of roles and positions according to the hierarchy.
2. There was a provision of work in accord with the principle of ability.
3. The officials definitely and systematically depended on rules and punishments for the reason of convenient control.
4. The performance had to be equally employed by rules and regulations.
5. The structure of organizations were arranged by the hierarchical centrals and ranks.
6. Officials had to stick themselves with the fixed position in that unit.
7. Officials were selected and academically tested. They had either the approved educational qualifications or passed a particular training or both.
8. The promotion system was based on either the seniority or the success of work or both.

B. The Efficiency of Bureaucratic System.

The bureaucratic systems were full of many rules and regulations. According to the official behaviors showed that they were satisfied with the practice regulations and the control lives so they were accustomed to the waiting for decision

making and the commands of their boss. The incapability for meaning decision and the waiting was one of the causes for the slowness of bureaucratic system. The inconvenience or difficulty was caused by the hierarchical work. Officials were often passive, likely to gain extra benefits, self-centered, ceremonious, not listen to people's voice, exploiters. They had a tendency of being favorable only their group or party. They did like changing, The efficiency of bureaucratic system depended on its officials working behaviors.

Furthermore; in order to indicate the bureaucratic system efficiency, it was considered to the fact that there were internal and external environments and change affected the system. The anti-bureaucratic system could be found and caused by 1) the familiarity of the system, 2) the misbelieving of clinging to old tradition 3) seniority system that resisted the changing.

It could be included that the system itself was also an obstructive to modern administration from the following point:

1. The bureaucratic system was a tool to hierarchically control from the top to the lowest level. The control instruments were powers and duties;
2. The administration of bureaucratic system contrasted with human nature since the external controlling was focused so it was difficult for officials to accept this to be their own culture. Human being was not a machine;
3. It was honor-oriented. It created a new social class that different from normal people. The communication was different so the understanding could not be relevant to each other or among officials themselves;
4. The officials had to survive. There was impossible to treat people very well on every issue. Their services were likely to be unfriendly in many cases;
5. The official language was quite complex and not pleased customers, for example, confidential, top secret, exception, no trespassing, staff only which could be seen in government offices.

C. Human Relationship in Bureaucratic System.

The bureaucratic people relations depended on rules, regulation of those organizations such as do this was, who reported, who controlled whom. Since they always had to follow rules and regulations, the relationship atmosphere was likely to be more of managerial with commands.

In addition, the Bureaucratic System had to contact with people in a manner of functional and duty way, it was not like human to human so the atmosphere was some distant, not familiar with. The system had general norms for strictness, creditability, formal reason that did not think of the privacy of an individual. Their differences from human norms were regarded as: justice, freedom, violence, aggression, happiness, sympathy, poverty, illness, death, winning and losing, love and hated

In short, the Bureaucratic System had established a new norm that irrelevant to human nature provider. So people were kept out from the new establishment. Everything was fixed, locked and formal.

6. Roles and Duties in the Participation of the Basic Educational school Committee

Apart from the roles and powers of the basic educational school committee stipulated in 3 acts as The National Education act of B.E. 2542(1999) and The Second Amendment of B.E. 2545, the act of Ministerial Bureaucratic Administration of B.E. 2546, and The Educational Personnel Regulations of B.E. 2547, the Ministry of Education by the office of Basic Education Commission had also follows.

1.1 Powers and duties of the school board.

1.2 Roles in curriculum development participation

1.3 Roles in evaluation

1.4 Problems and obstacles in the education management since the past up to present time.

1.5 Guidelines provision in working between the educational institution and the school board.

3.1 Powers and Duties of the Basic Educational Institution School Board.

The office of basic Educational commission, Ministry of Education (2547:6) by virtue of the provisions of section 38 of the Ministerial Bureaucratic Administration Act of B.E. 2546 stated the broad powers and duties of the school board as follows:

1. Overseeing the educational institution management in accordance with laws, rules, regulations, notices and policies of the Ministry of Education, the office of basic Educational Commission and the office of Educational Service Areas together with the community needs..
2. Promoting and supporting the educational institutions management in various issues.
3. Having powers and duties on personnel administration for teacher officials and educational personnel in the educational institution as stipulated by the Ministerial Bureaucratic Administration Act.
4. Operating other duties as provided by the laws, regulations, notices that belonged to be the powers and duties of the school board

3.2 Roles and Duties in the Participation in the Educational Institution Curriculum Development.

These roles and duties were clearly prescribed and set its framework by the state section. The school board had to perceive those together with learning the curriculum development process. The state section had already set the framework on

the basis of 2 principles in setting roles and duties and 6 participative process in curriculum making as follows:

A. Principles in Role Setting

1. **The Educational Institution Curriculum Setting** In the designing process of educational institution curriculum, the vision had to be included. The setting of the vision depended on the cooperation from community, parents, teachers, learners, business sections, state section in that community together with the educational institution to express a mighty desire or a vision of how to school could develop students with the commitments or burdens to start the important tasks of that educational institution. This also included goals, standards, strategic plans, operational plans and the follow-ups.

2. The overseeing, monitoring, evaluating and reporting the educational institution curricular implementation were considered an important process to be systematically implemented in networking to cover all bodies of work, all levels together with the community participation in the form of a committee to find ways together for the future curriculum improvement.

B. The Participatory Process of the Educational Institution Curriculum Setting

Apart from perceiving their own roles and duties on taking part in developing and educational institution curriculum, the school board needed to understandably learn the process of curriculum making. In order to have all needed-elements and appropriate curriculum, the state section had state the procedures as follows:

1. Needs assessment referred to the survey of basic data, needs of that educational institution, and the analyses of the educational institution state through questioning, observing and interviewing.

2. Setting the educational institution standard regarding the cabinet notice and standards obtained from community needs.

3. Planning for the development meant planning to develop that educational institution regarding the vision, commitments obtained from the community participation operational plan

4. Practice activities were guidelines for practice which would lead to the success according to the educational institution vision.

5. Evaluating was the assessment of practice in educational management focusing on the learner's centered.

6. Conclusion of community participation referred to the development and improvement from the results evaluated that rooted from the practice of an operational plan and a yearly plan in order to have a continuous and community truly. The educational institution and community should work together.

3.3 Roles and Duties for the Participation of Evaluation

The Academic Department of the Ministry of Education (2546: Explanation) that responsible for curriculum development had set guidelines to administrate and manage the basic educational curricular particular the measurement and evaluation of educational institution curriculum with the continuously community cooperation by forming 10 committee sets performing the evaluation (2546:307-310). The basic educational institution school board was one of the committee sets that took part in the measurement and evaluation of educational institutions.

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3.4 Problems and obstacles for the Educational Management in the form of Educational Institution School board: Past and Present time.

The state being a body of persons to take part in the educational management in the past to present time⁴ regarding the problems and obstacles concluded as follows:

1. The school board were still unclear about their roles and duties that what, how and why they should perform.
2. The board members were mostly regulated from the educational institution than the truly selection from involved persons so they lacked the activeness to run their roles.
3. They lacked of knowing how to work together regarding skills and experiences such as the skill for decision making.
4. Some educational institutions thought that the board members were only supporters for educational resources than the ones who would take part in thinking, implementing and obtain the results happened
5. Some school board members thought that the educational management was the duty of that school. The school board members were only its consultants or performers as requested from that school (The office of basic Educational Commission, 2547:11).

3.5 Guidelines for cooperative working between the Educational Institution and the School Board Members.

- 1) Roles and duties in supporting the board members' takes
- 2) The publicity of school works and results.
- 3) The relations between roles and duties of the educational institutions and the school board members.

1) Roles and duties in supporting the board members' tasks were as follows:

1. Holding the meeting at the preliminary stage in order to raise their awareness and understand their roles, duties together with their own and the school notices, orders and instructions;

Raising awareness of the importance of the school board members' roles and duties to its personnel and community;

Making the development plan of the educational institution with the cooperation of the school board members in accord with the policies and plans of the Ministry of Education, the office of basic Educational service areas;

Establishing details of budget through the school board members' recommendation.

Establishing details of operational plans, projects and expense expectations that mobilized from students' parents in order to obtain the school board members ideas and suggestions.

2. Developing the educational curricular then submitted to the school board members in order to obtain ideas and additional suggestions.

3. Organizing learning activities, academic ambience and environments that relevant to the learning processes focusing on students as being most important.

4. Issuing regulations, orders relevant to bureaucratic laws, regulation and orders.

5. Providing the educational assurance system in the educational institutions and cooperation with outside organizations to assess the educational quality together with reporting the assessment results to the school board members

6. Proposing the meeting plans for the school board members to be continuous agendas, organizing the agendas to the school board members' chairperson

and previously preparing for the meeting such as arrangements before, during the meeting, concluding the meeting report and inform the meeting results systemically.

2) The Publicity of School Works and Outcomes.

1. The publicity the educational institution states to a community to know its potentialities, strengths, weaknesses and some limitation of that educational institution. It was the creation of understanding, among that educational institution, the school board members and the community.

2. The publicity of the educational institution vision to reflect the direction of its present and future time to the community.

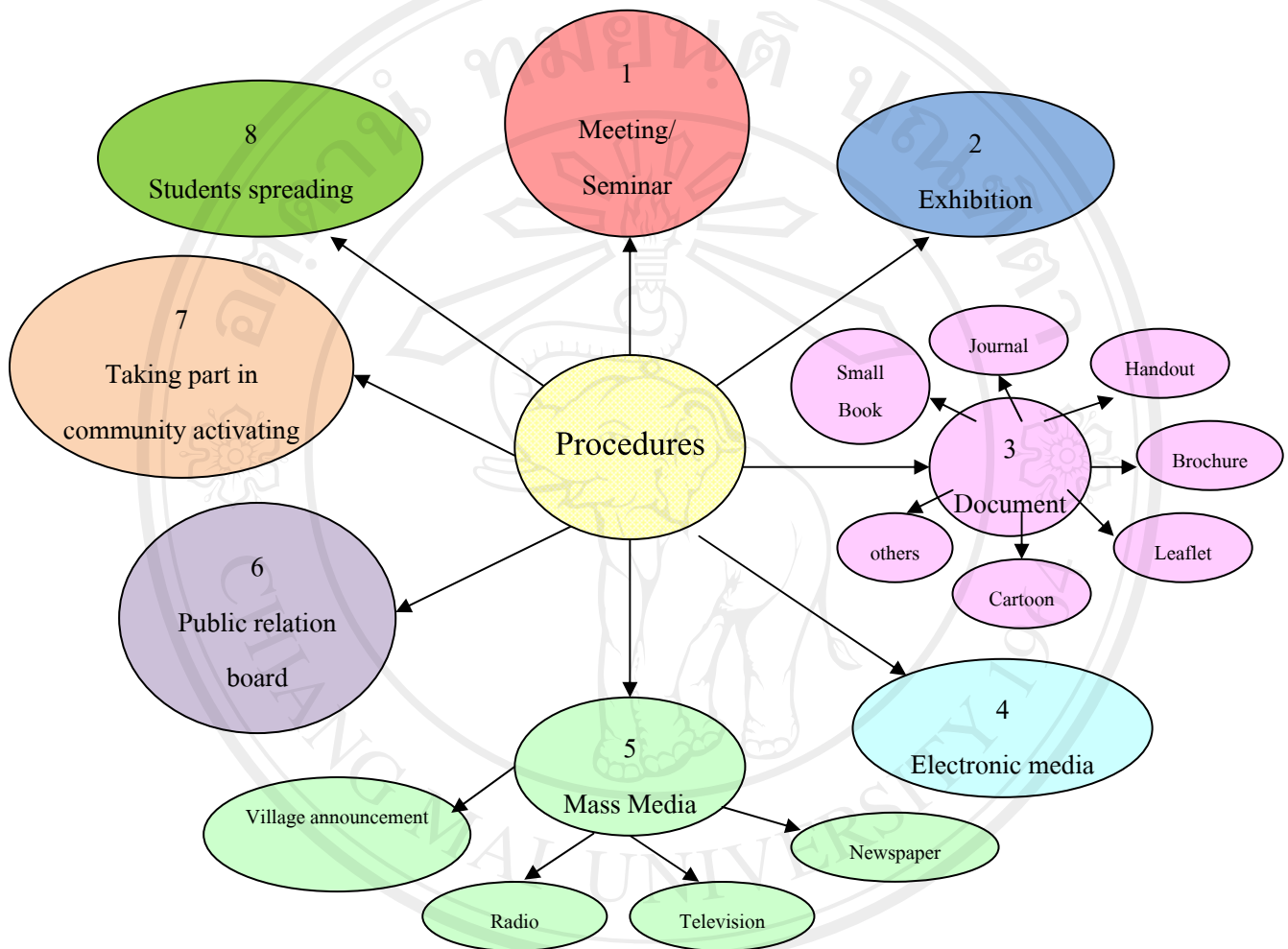
3. The publicity of school works and outcomes would enable people, communities and locals received the outcomes, growth and felt proud of the educational development

The publicity guideline could be classified into 8 forms as follow:

- 1) Holding a meeting/ seminar
- 2) Reporting exhibitions
- 3) Handing out some documents, for example, small books, journals, cartoons, leaflets and so on
- 4) Uploading information on electronic media.
- 5) Spreading than through mass media
- 6) Making public relation boards
- 7) Taking part in communities activity
- 8) Using learners to spread information

Forms of publicity could be illustrated as follows:

Figure 1 Publicity Forms



Cautions on publicity

- Valid and rediable data
- Updated information
- Data Feedback

3) The Relations of roles and Duties between. Educational Institution and the Educational Institution Basic School Board.

In relation to roles and duties of the educational institution and the school board members regarding 4 parts of main tasks of an educational institution curricular, budget, personnel administration and general affairs management. Table 1 Shows the relations companson between roles and duties of an educational institution and the school board members. (The Basic Educational Institution Committee, 2547:7-9)

Table 1 Showing the Relations Comparison of Roles and Duties Between the Educational Institution and the Educational Institution School Committee.

Roles and Duties of the Basic Educational Institution	Roles and Duties of the Basic Educational School Committee
<p>1. Academic and Basic Education Institutions</p> <p>(1) Developing the educational institution curriculum in accord with the core curriculum and the needs of learners, community and locality</p> <p>(2) Organizing the learning process, creating the proper ambiance, environment and supporting the learning process that regarded as being most the improvement and development the educational quality continuously</p> <p>(3) Providing the internal quality assurance of the educational institution and reporting the assessment results to the school board members.</p>	<p>1. Academic and Basic Education Institutions.</p> <p>(1) Providing suggestions for the educational institution in accord with the core curriculum and the needs of learners, community and locality.</p> <p>(2) Making recommendation , promoting and supporting the creation of learning process, ambiance, environment, learning resource, local wisdoms etc. in order to improve and develop the educational quality continuously.</p> <p>(3) Acknowledging and offering suggestions about the system management and the implementation of the internal quality assurance system in that educational institution.</p>

Roles and Duties of the Basic Educational Institution	Roles and Duties of the Basic Educational School Committee
<p>2. Budget</p> <p>(1) Establishing and being responsible the budget spending of the educational institution as stipulated by the rules, regulations, codes of practice, regulations, announcement and orders</p> <p>(2) Issuing codes of practice, regulations, announcements etc. relating to financial administrating and earning interest from their properties as stipulated by rules, regulations codes of practice, announcements etc.</p>	<p>2. Budget</p> <p>(1) offering opinions, suggestions about the establishing and spending the educational institution budget</p> <p>(2) Offering opinions, suggestions relating to the issuing codes of practice, regulations, announcements etc., financial guidelines and the earning interest from their or performing duties relating to rules, codes of practice announcement etc.</p>
<p>3. Personnel Administration</p> <p>Implementing it as provided by the regulations of teachers and educational personnel.</p>	<p>3. Personnel</p> <p>Performing activities as provided by the regulations</p>
<p>4. General Affairs Administration</p> <p>(1) Making the educational developing plans/projects relevant to the policies, plans of the</p>	<p>4. General Affairs Administration</p> <p>(1) Providing opinions, suggestions, and advice on building educational institution policies/ educational</p>

Roles and Duties of the Basic Educational Institution	Roles and Duties of the Basic Educational School Committee
<p>Ministry of Education, The commission for Basic Education.</p> <p>The Office of Educational Service Area and as needs of community and locality.</p> <p>(2) Implementing, overseeing monitoring and assessing the educational institution plans/projects.</p>	<p>development plans relevant to the policies, plans of the Ministry of Education Service Area and the needs of community, and locality.</p> <p>(2) Acknowledging, offering opinions and recommendations about the educational institution management in line with rules, regulations, codes of practice, announcements, orders and policies and plans of the Ministry of Education, The Commission for Basic Education, The Office of Educational Service Area and the needs of community and locality.</p> <p>Reporting the office of Educational Service Area the disobedience of that educational institution on rules, regulations, codes of practice, announcements orders together with the policies/plans of the Ministry of Education, The Commission for Basic Education Office, the Office of</p>

Roles and Duties of the Basic Educational Institution	Roles and Duties of the Basic Educational School Committee
<p>(3) Mobilizing of resources, taking charge of oversee maintain, utilize and earn interest from their properties as properties as provided by related rules and regulations</p> <p>(4) Issuing codes of practice, regulations, announcements, guidelines etc. for the management as provided by related rules and regulations</p> <p>(5) contributing to strengthening the communities, and forming relationship with other institutions in the communities and localities</p> <p>(6) operating other duties on the educational institutions affairs or</p>	<p>Educational Service Area and the needs of community and the locality</p> <p>(3) Providing opinions, advice and coordinating, supporting about the mobilization of resources, together with overseeing, maintaining utilizing and earning interest from the school properties as prescribed by related rules and regulations.</p> <p>(4) Giving opinions, device and suggestions on the issuing of codes of practice, regulations, announcement etc. for the management of that educational institution as prescribe by related rules and regulations.</p> <p>(5) Providing opinions, suggestions and advice on the contribution to strengthening the communities and establishing relationships with other institutions in the communities and localities</p> <p>(6) Operating duties on the educational institution affair as</p>

Roles and Duties of the Basic Educational Institution	Roles and Duties of the Basic Educational School Committee
as given, prescribed by related rules and regulations.	given by laws, rules and regulations to be the powers of the school board members.

4. Related Literature.

The issues of community participation were studied from 14 Thai and 5 abroad studies as follows:

Thai Related Literature

1. The Department of Academic, The Ministry of Education(2546:91-102) had conducted a research on the monitoring and assessing the educational institutions curriculum at primary levels by comparing the community participation during the pre and post stages of curriculum implementation. It was found that after the curriculum being used, the community participation had highly taken part in

2. The Division of Educational Research (2546:17-78) studied the follow up of educational institutions curriculum implementation in the pilot schools and networking schools project claimed that the community participation after implementing the educational institution curricular had higher participation than pre-used of it in the prioritized items as follows:

1. The participation in developing educational institution curriculum.
2. The participation in learners development
3. The participation in assessing the learning outcomes of learners.

3. The office of Developing Education, Religions and culture of Educational Service Area 1 (2545) carried on the study of the participation in learning development in educational institutions and communities: Following the basic education curriculum B.E. 2544 in educational institutions area 1. It was found that the

communities were not brave to express their opinions since they lacked knowledge about curriculum and the modern educational management. They did not understand their roles and their economic status was quite low.

4. Supamas Karakate, Winai Panto and Umaporn Panto (2543) studied the participation of the educational institution basic school committee in primary schools in Pitsanulok province in academic year of B.E. 2545 found that factors supporting the participation were being residents of that community, having free time, being the alumni. They also found that some obstructive factors for taking part in were the ignorance of their own roles; they were not staying in that community and the economic status was not allowed them to take part in.

5. The Division of Enhancing the Educational Efficiency at The Office of Lamphun Educational Service Area1 (2547:32-33) carried on the research on the follow up for the operating of educational institutions in the areas of academic matters and Basic Educational Curriculum of B.E. 2545 found that the basic school board members took less part in curriculum development since they understood that it was a school matter to do that.

6. Pramote Kingkaew (2544) studied the comparison of participative roles for educational institutions administration of the school board committee in Phuket province. He found that the participation level was a teacher moderate. The most participative level was a teacher representative.

7. Suthiwat Tetasang (2545) stated that the participation of the school board members in Kudrang district, Mahasarakam province regarding the most participative level was the overseeing, helping solve the problems and supporting the educational institutions to be able to operating the education qualitatively.

8. Chanchai Kapootin (2546) explored the states and problems of the community participation in the schools administration under the jurisdiction of the office of primary Education in Surin province. He found that their participation level

was moderate in supporting the relationship between the schools and communities, the approval of establishing school budget, the mobilization of resources, the provision of curriculum substance and the educational assurance.

9. Ruth Klomchum and Soonthon Kotebantao (2527: 14-15) conducted the research on factors activating people to participation in the community development project in the poor rural areas: a case study of outstanding villages in Uttaradit province in B.E. 2526 found that people had taken part in various forms: devoting their physical efforts, joining the meeting, maintaining school benefits, devoting their money, participating in planning and devoting materials and equipments.

10. Udom Sritip (2527: 101-104) conducted the study on community participation in basic health care: a case study of southern region communities. It was found that most activities were set merely set merely by government officials. The people were given to join the given conditions.

11. Kunjana Supajanya (2527: 126-127) investigated the community participation in the medicine fund activities and the village pharmacy: a case study of one village in upper northeastern. She found that the participatory aspects of villagers with the village activities and the village pharmacy were rather in low level.

12. Bang-on Suthipakdee (2527:92-94) studied the people participation in healthcare work: a case study in a village level. She pointed out that the people participation in the healthcare work did not truly happen. The existing things and the appearance were merely the people's participation

13. Surasawadee Hoonpayont(2528) had conducted the study on factors affecting the non-participation in the community developing activities of poor people. She stated that the most participation of people was devoting their physical efforts then the money, materials, joining the meeting and expressing opinions respectively.

14. Cha-an Wuddhikamsuksa (2526) studied the economic and social factors affecting the people participation in the rural work building project: a case study of a participation outstanding rewards in Kung Payom sub district, Ban Pong district, Ratchaburi province finding that people took part in working with their physical efforts the most, offering money and material respectively.

The Review Literature from Foreign Countries

15. Antaya David (1997) conducted the doctoral degree study in the field of education administration at University of Massachusetts Lowell on the comparison of perceived needs of school committee members versus their actual needs of school committee responsibilities: A case study. It was found that the school committee members expressed their opinions and questioning the most. These issues were focusing on budget. Antaya stated that their actual performance was not relevant to the perceived roles.

16. Boylan, Terence James (1990) carried out the research for his doctoral degree in education administration in elementary education level at Boston University on the effectiveness of local citizen special interest groups in a community Massachusetts.

Boylan's research staff investigate the characteristics procedures, and the effectiveness of local citizen special the school employees to maintain or change many programs and the work practice in the school in relevant to their goals. One of the interesting findings was that local citizen group had no influence on policy decision and the work practice of the schools

17. Desroches, Stephen Roland (1987) studied the analysis of effects of parents/ community participation: in the Taunton, public schools as perceived by the participants in Massachusetts. The researcher found that the groups of parents and community had a better relationship with the school administrator and teachers. They

had to satisfaction of the school and had less participation in policy and budget development.

18. Priddy, Brenda Anderson (2002) conducted the doctoral degree research at University of Louisville on teacher council member perceived preparedness for school based decision- making. It pointed out that the teacher council members were highly experienced, middle-aged and high degree educators. Most members were women who undertook their leadership vote, experiences and professionals in perceiving and making decision

19. The study of the establishment of the Scottish school board association: SSBA, 1999 which founded in 1991 with the purpose of being representatives of communities in overseeing all the interest of the school board members. Their special duty was to support the better relationship among school, parents and communities; creating communication channels among various groups.

On the basis of aboard and Thailand reviewed literature, it could be concluded that the community participation in social activities mostly came from the state sectors. The communities took part in three level: perceiving, operating and earning benefits. They rarely participated in the levels of thinking, offering opinions and making decision. In the case of educational activities, there were similarities that the communities participated to establish policies and codes of practice in educational institutions.

RESEARCH FRAMEWORK

The objectives and principle of educational provision the National Education Act of B.E.2542 (1999) and the second Amendment of B.E. 2545(2002) started that “ all segments of society participating in the provision of education:. This was done by the decentralization of authority in educational administration and management to the

basic educational institution school committee to participate in regarding 4 areas as: academic matters, budget personnel and general affairs administration in section 39

The basic education institutions under the state control situated widely in Thailand were small schools with less than 300 students. There were 10,800 schools in B.E. 2548. These schools had to face the fact that the buildings were quite old since they were built more than 30 years ago and must cause students and teachers a lot of harm. Furthermore, there was serious teacher shortage: some classes did not have teachers; their subject majors were not consistent across the subjects taught; there was an apparent lack of teachers in main subject like mathematics, science, English, computer together with modern education technologies. Most students were from poor families. Particularly some schools in remote areas were surrounded by mountains, forests and hill tribesmen; for some cases, the problems of educational management might get worse. These small schools were facing low education quality in spite of high investment from the state sectors. To come up with the community participation in educational managing would be helpful

In addition, the procedures of being a school board member was previously set by law in a coercive way that the school had to select and appoint them in consistent with a number given with or without volunteering.

Roles and duties of the school board members were also mentioned regarding four areas of educational management in the educational institution that prioritizing the academic matters as the most important, other three issues would help support the academic matters driven strongly.

The academic matters comprised of curriculum development of the educational institution and the development of the academic matters such as creating the ambience, environment; organizing learning activities; developing the internal education assurance; taking part in curriculum assessment.

Other three task: budget, personnel and general affairs administration were considered to support leaning and teaching management such as establishing personnel practice in the educational institution as provided by rules, regulations and related laws; mobilizing of resource; providing and earning benefits from school properties.

The given guidelines as such could lead to the actual practice which was expected by the state. However, on the basis of data reviewed it was found the educational institution school committee had not really taken part in as roles and duties; lack of knowledge in the process of curriculum development in line with the new learning and teaching management; their economic status was uneasy for them to join in; their thought it was only teacher' matters and be confident that the teacher would do it better than them.

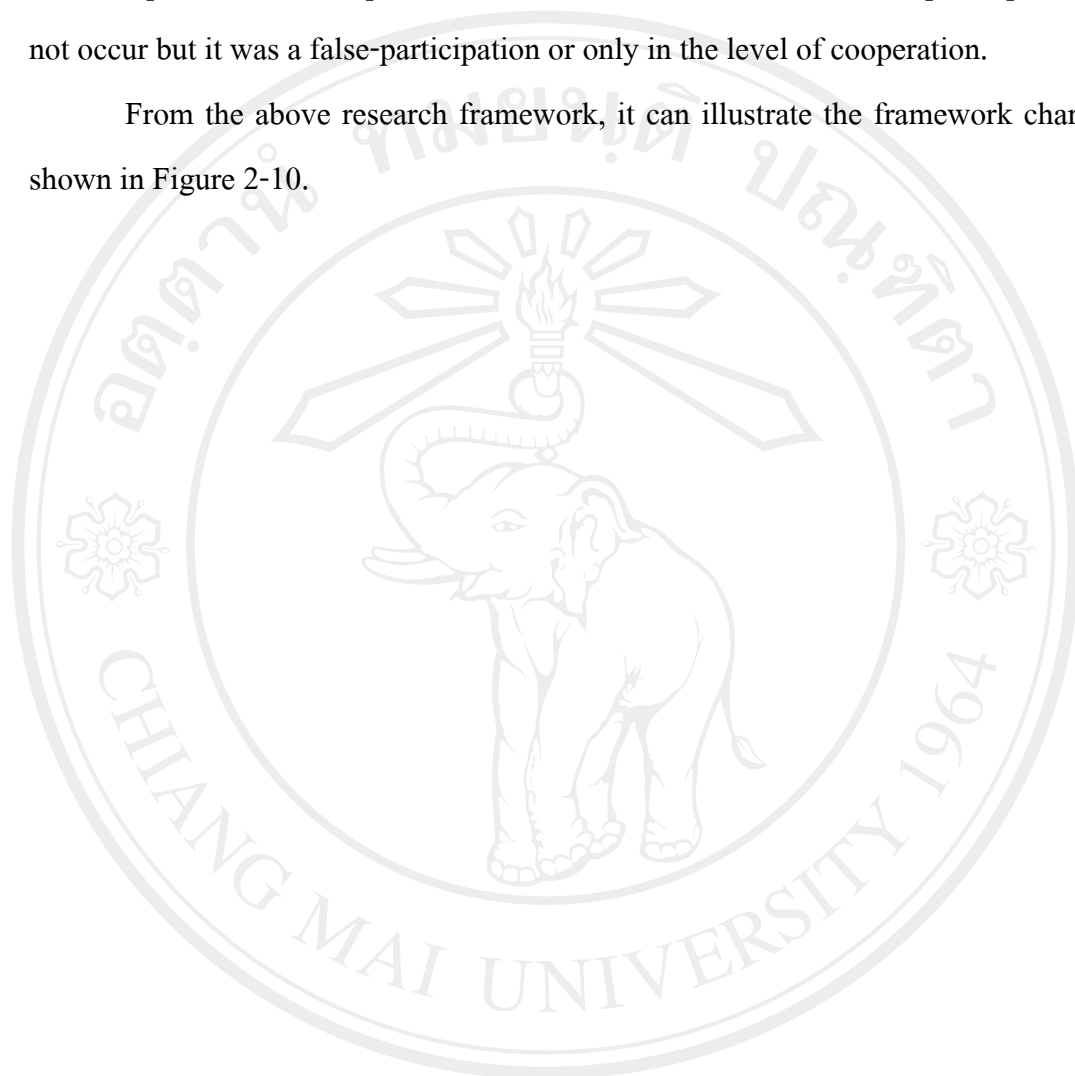
Furthermore, there were some obstructive factors within schools, for example, there was little communication between schools and communities; the limitations of participation for communities; lack of better cooperation better cooperation and public relation and lastly, the schools had not had vivid plans of how and where the communities should take part in.

In the perspective of actual participation, the school board members had to complete the problems setting, analyzing the causes of problems, took part in how to solve them, operating the plans an lastly, evaluating the result in order to find the strengths and weaknesses of that school.

However, if the school board members were to actually participate in, the evidence would appear in the institution curriculum such as the setting of a school vision, the objectives of education management, school standards and the local substance in the section of local curriculum altogether with other school documents plan, meeting of the procedures: thinking, making decision operating, earning benefits and evaluating the practice.

For this reason, when the school board members took part in at some stages or not took part in at all the procedures, It was considered that the real participation did not occur but it was a false-participation or only in the level of cooperation.

From the above research framework, it can illustrate the framework charts as shown in Figure 2-10.



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Figure 2 The Structure of The Basic Educational School Committee

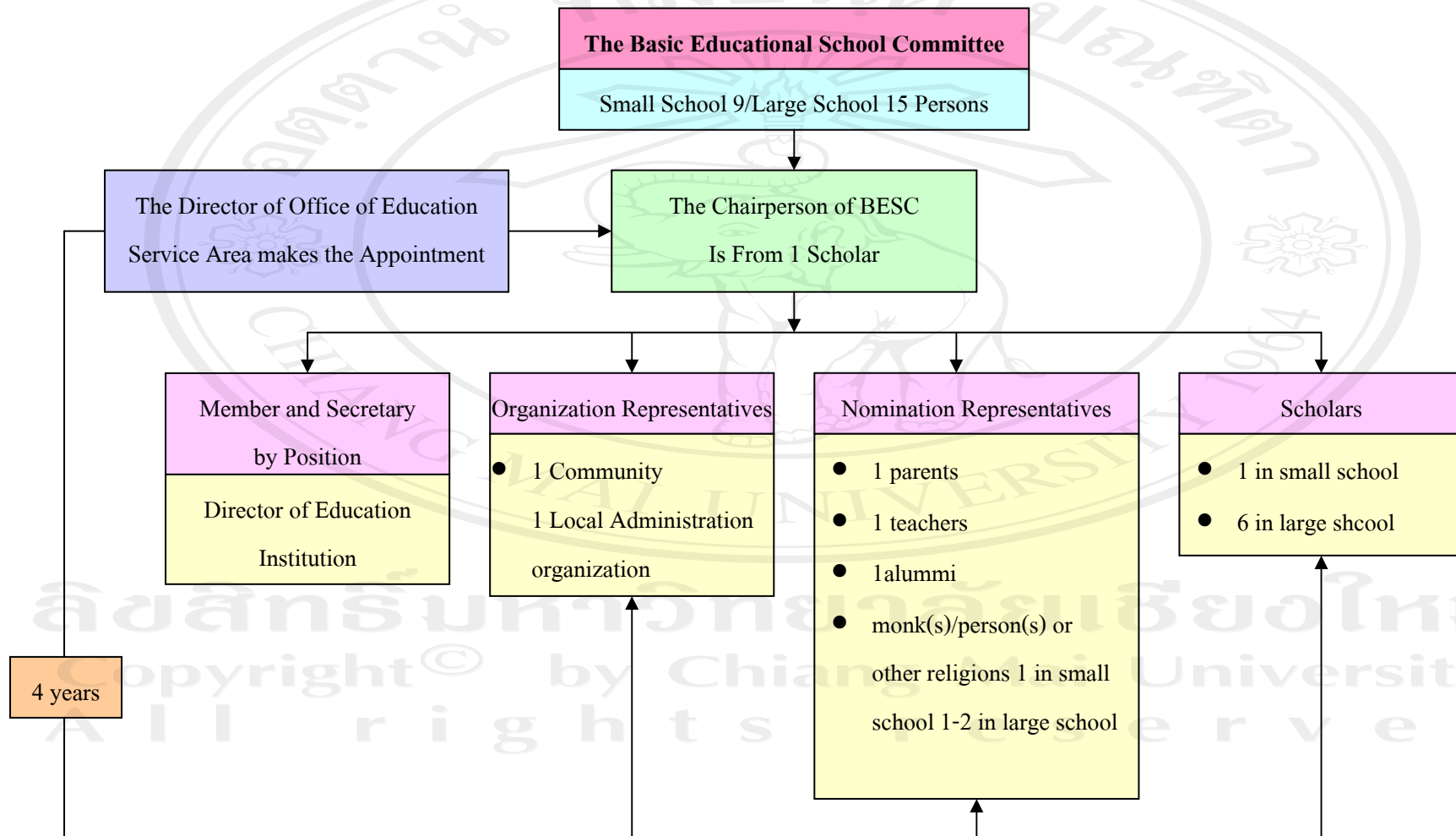


Figure 3 Framework of Four Roles and Duties For The Participation

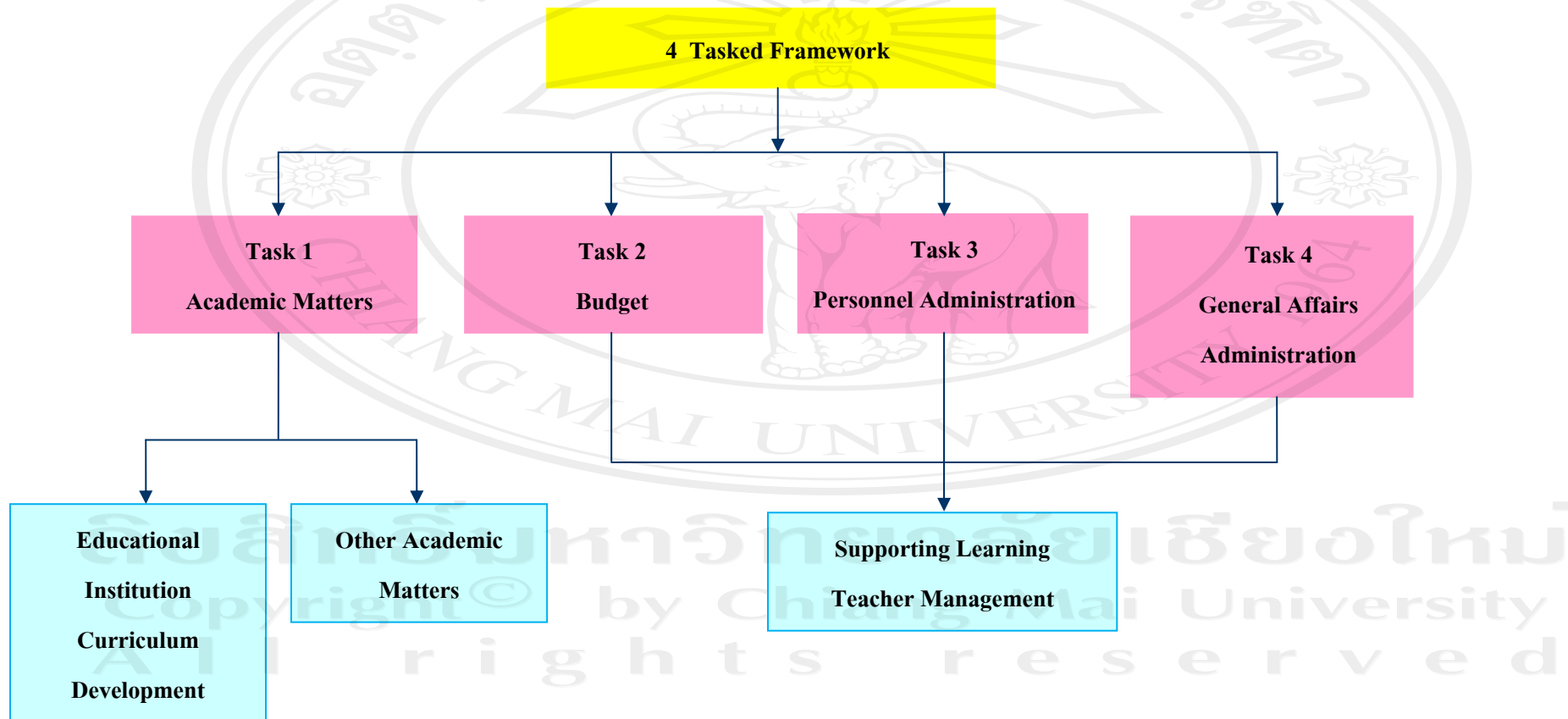


Figure 4 The Role in Academic Matters “The Educational Institution Curriculum Development”

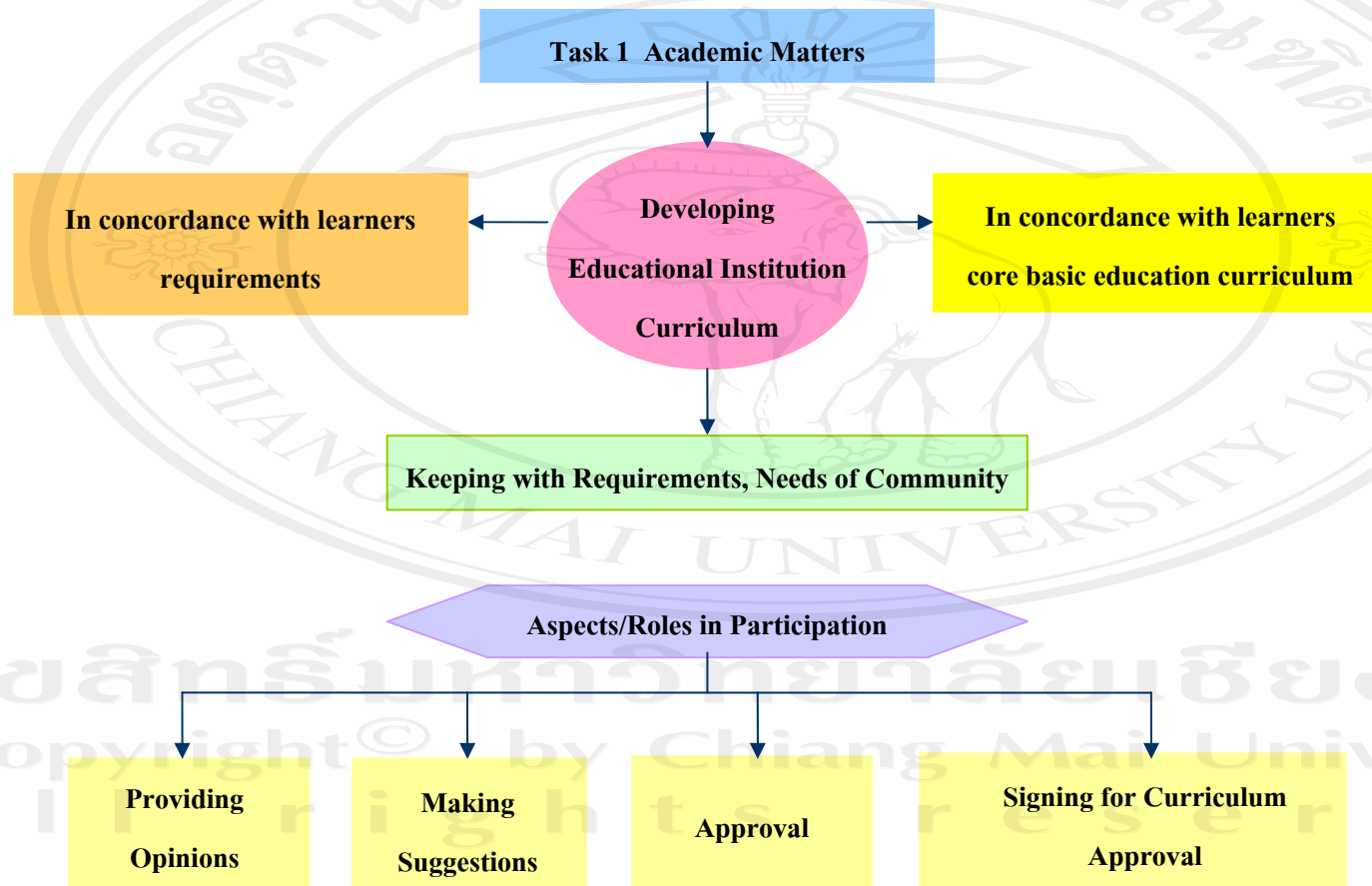


Figure 5 The Role in Academic Matters “Other Academic Matters of School”

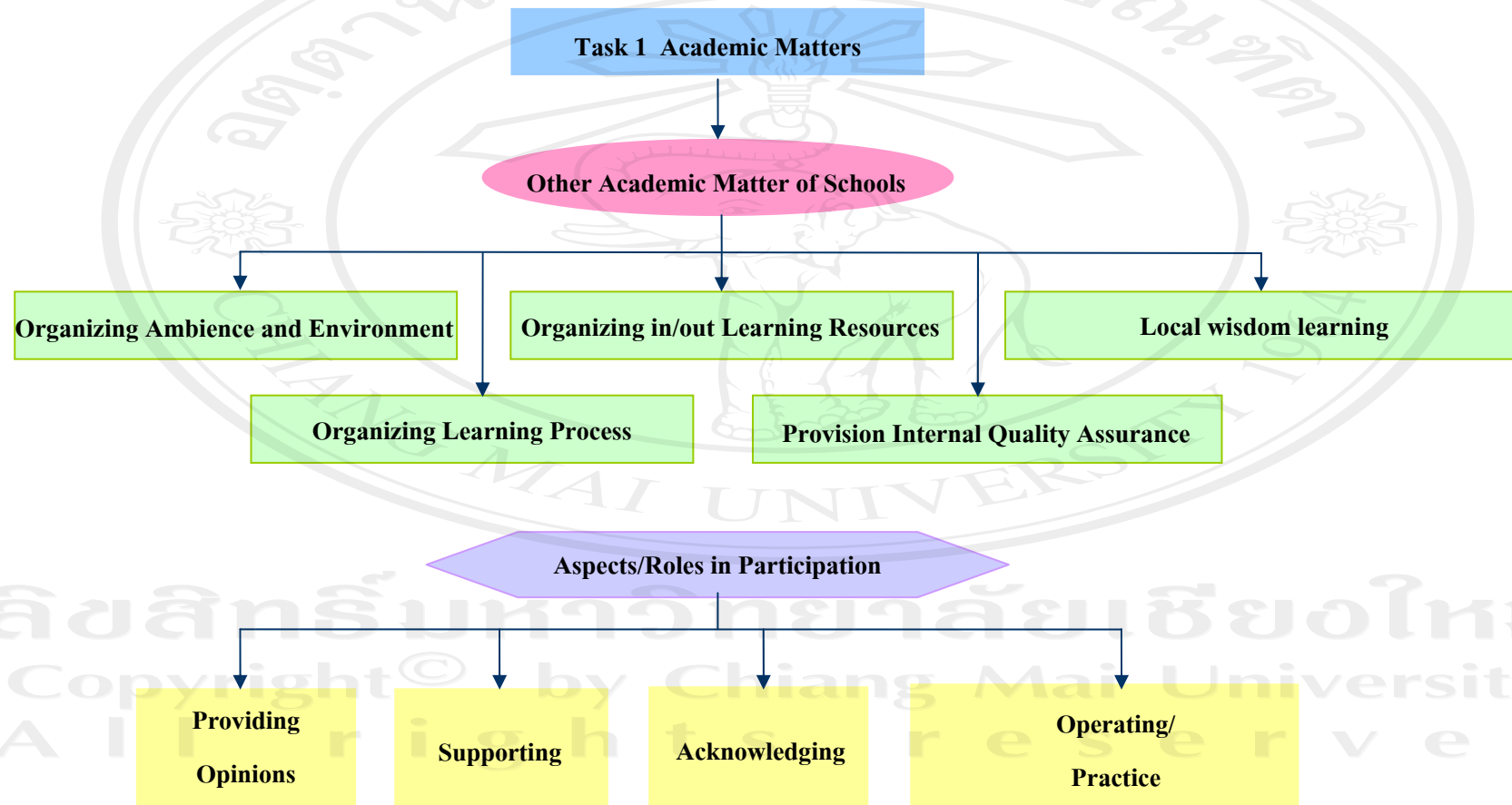


Figure 6 The Role in Supporting Learning Teaching Management “Budget”

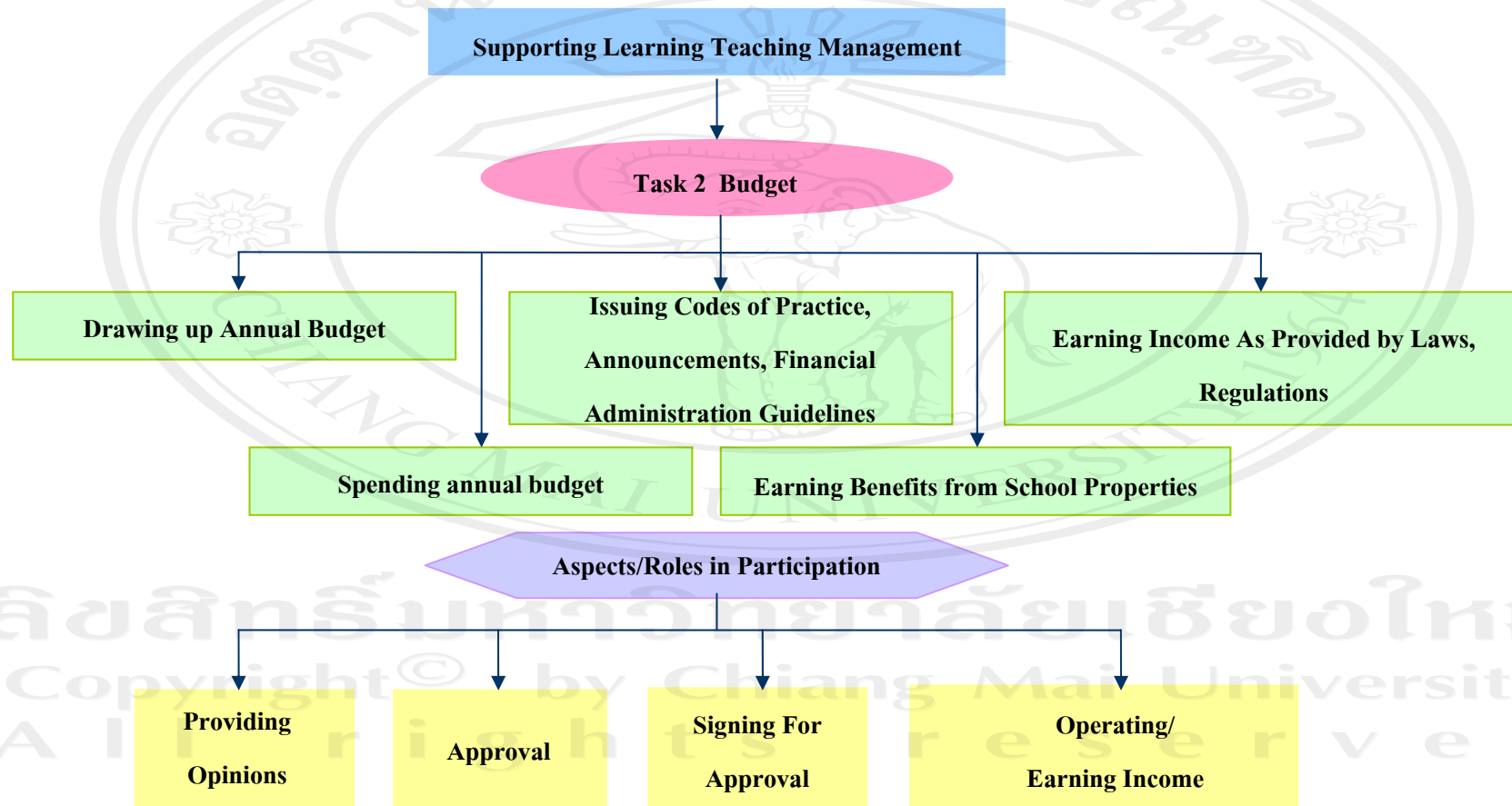


Figure 7 The Role in Supporting Learning Teaching Management “Personnel Administration”

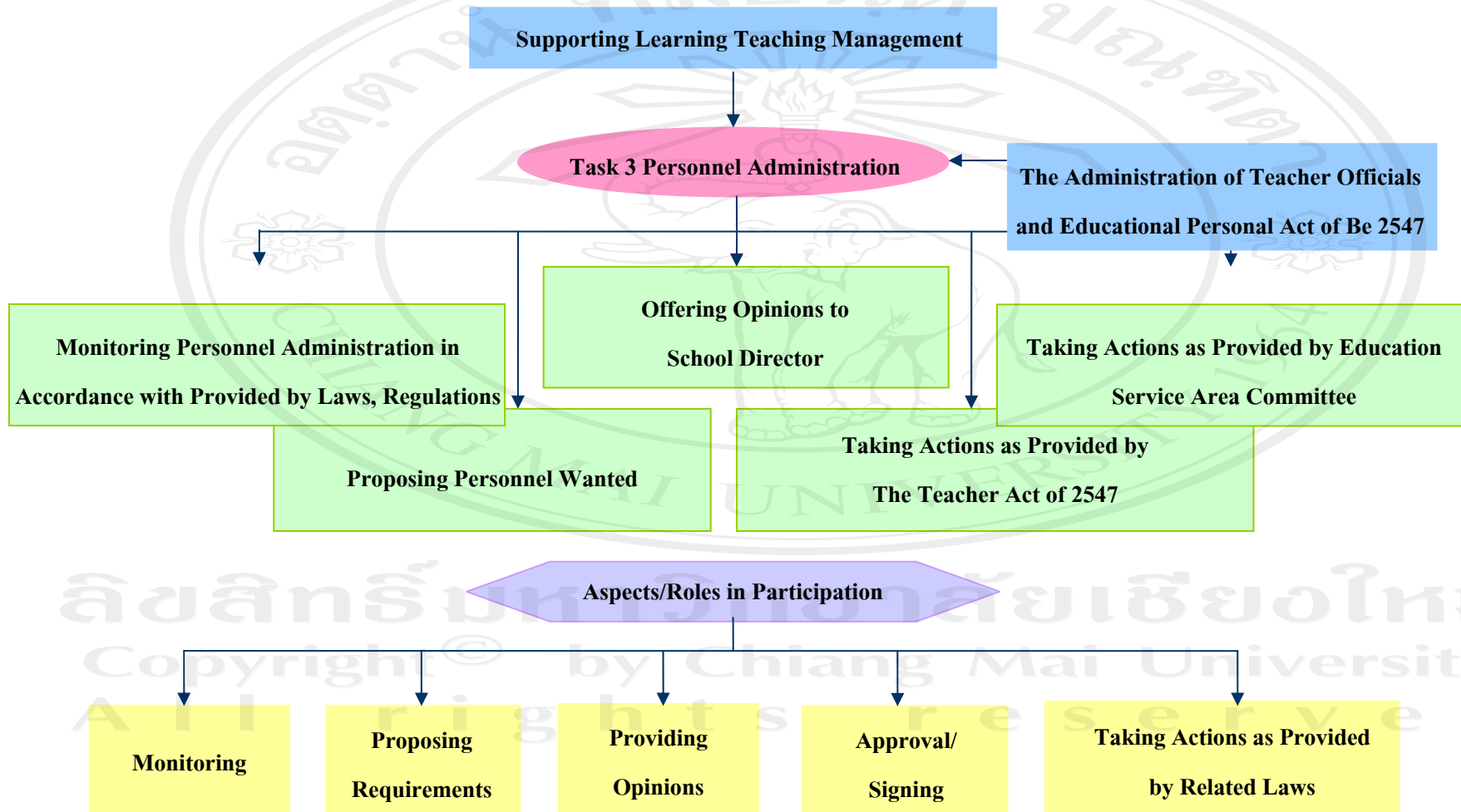


Figure 8 The Role in Supporting Learning Teaching Management “General Affairs Administration”

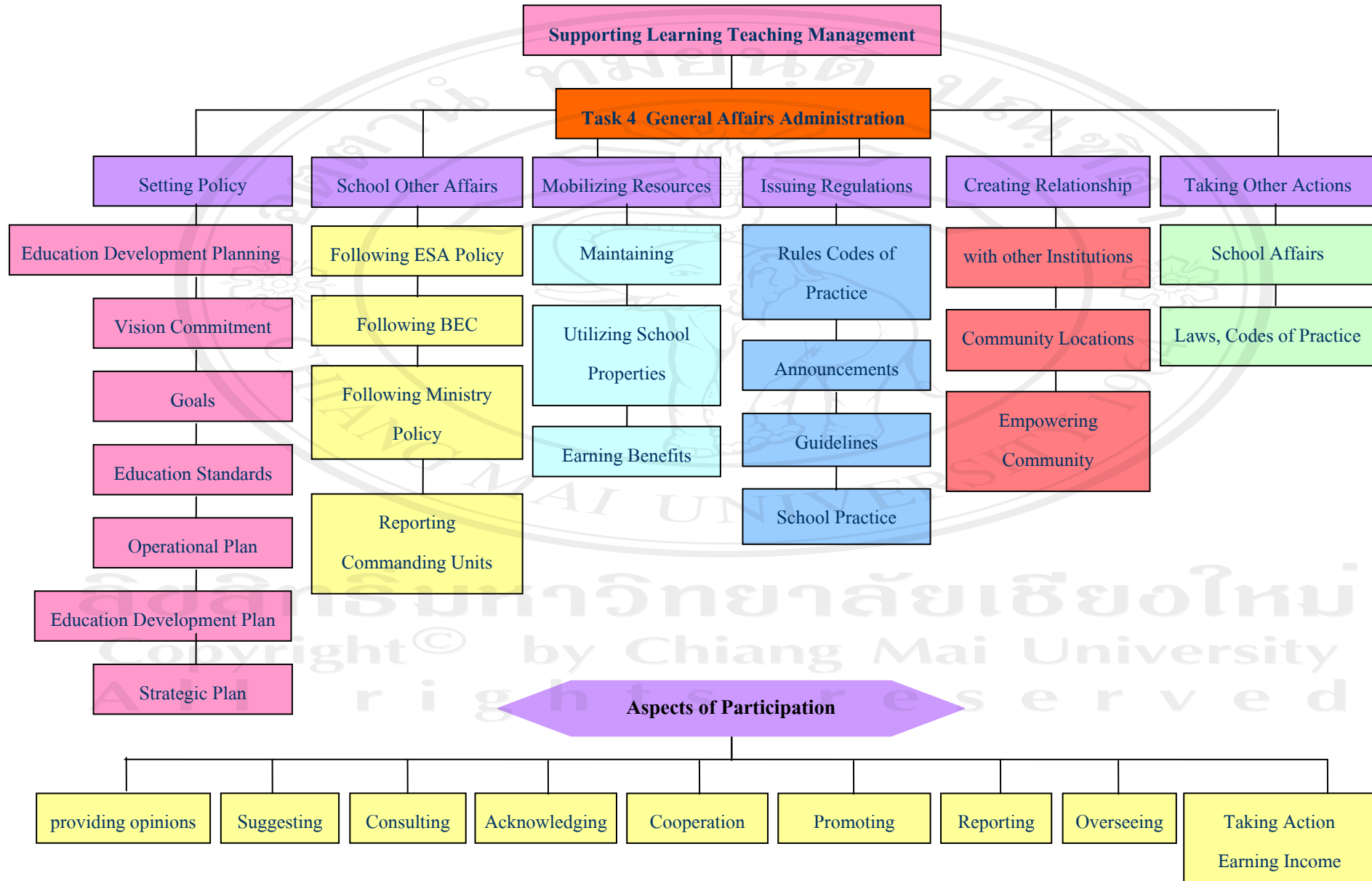


Figure 9 Illustrating Framework of Process/Procedures/Levels of The Basic Educational School Committee

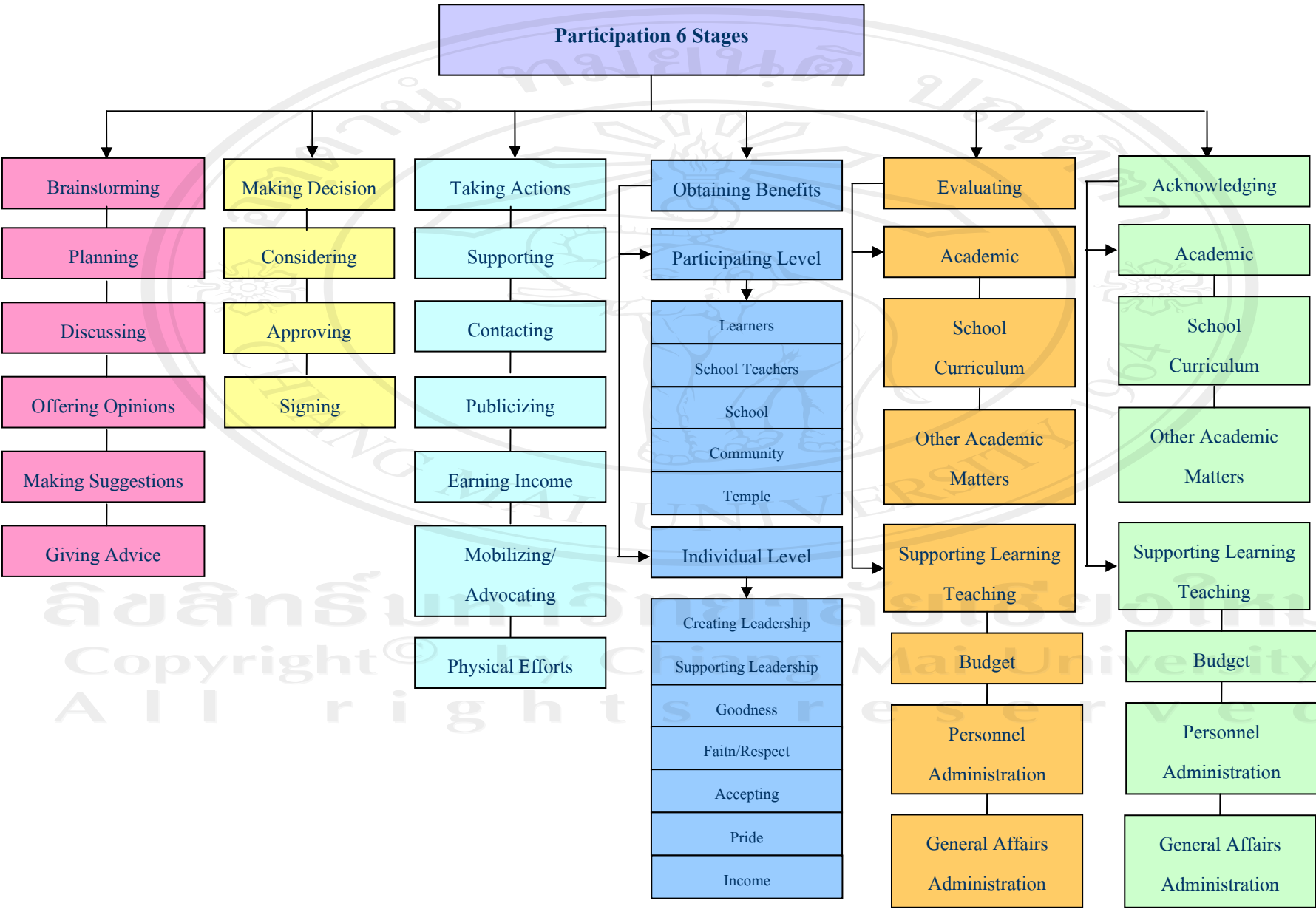


Figure 10 Illustrate Framework About Supporting or Obstructing Factors for Participation

